R E P O R T R E S U M E S

ED 003 791 64

WHAT IS PROJECT CUE.

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REPORT NUMBER NDEA-VIIB-324-7 PUB DATE 64
EDRS PRICE MF-$0.09 HC-$0.68 17P.

DESCRIPTORS- EDUCATIONAL PROGRAMS, #CURRICULUM DEVELOPMENT, #GRADE 9, #CULTURAL ENRICHMENT, #CULTURAL EDUCATION, #SOCIAL STUDIES, ENGLISH, SCIENCE COURSES, #HOME ECONOMICS, INDUSTRIAL ARTS, ALBANY, NEW YORK, PROJECT CUE

AN EXPERIMENTAL NINTH-GRADE PROGRAM IN THE AREA OF SOCIAL STUDIES, ENGLISH, SCIENCE, HOME ECONOMICS, AND INDUSTRIAL ARTS WAS DESCRIBED. APPROXIMATELY 200 TEACHERS AND 3,000 STUDENTS LOCATED IN NEW YORK STATE SCHOOLS PARTICIPATED IN THE EXPERIMENT. INCLUDED IN THE CUE SYSTEM WERE (1) PACKAGES OF NEWER MEDIA MATERIALS, (2) CURRICULUM GUIDES, (3) STUDENT EXPERIENCES (TRAVELING EXHIBITS, CONCERTS, AND SCHOOL PERFORMANCES), (4) NEWSLETTERS AND INSIGHT SHEETS FOR TEACHER USE, AND (5) TEACHER EVALUATIONS OF GUIDES AND MATERIALS SUPPLIED. (REFER TO ED 003 785 THROUGH ED 003 792 FOR THE COMPLETE SERIES OF PROJECT CUE TEACHING MATERIALS.) (TC)

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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what is project CUE?

CUE opens doors.

IT'S a trip to Angkor Wat.
poetry, literature, drama.
Leonardo and Michelangelo.

IT'S temple dancers in Thailand.
Macchu Picchu and Brasilia.
weeping over Romeo and Juliet.

IT'S perception and understandings.
a visit with the ancient Greeks.
trips to museums, seminars, exhibits.

IT'S "High Life" music in West Africa.
a tour of France with Charles Boyer.
ballet, opera, string quartets, jazz.

IT'S rhythms of the South Pacific.
discovering that art is a way of life.
discovering texture, line, form, color.

IT'S packages of media--films, strips, slides, records, tapes, pictures which inform, instruct, delight, stir, inspire, amuse, teach, and stretch the mind.

IT'S guides which assist teachers to integrate the super-communication of the arts and humanities to illumine and enrich the ongoing curriculum in the 9th grade.

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project CUE

It is now generally realized that the arts, and humanities, as much or more than other school subjects, produce values and concepts which give meaning to existence.

purposes of CUE

- To bring the arts and humanities to the 9th grade student so that he may be brought to the highest possible degree of sensitivity to his culture.
- To integrate the arts material into the ongoing curriculum so that the students may see the many important connections and inter-relationships to history, religion, science and the other arts.
- To provide bases for moral and spiritual values.
- To provide for worthy use of leisure.
- To provide opportunity for understandings and appreciations of other cultures in order to promote functioning world citizenship.
- To stimulate creative thought and action, critical insight and develop powers of imagination.
- To reach students through all their senses to bring them values and experiences obtainable only through the uniqueness and supercommunication of the arts - the moods of music - inspiration.
- To alert students to broader views and higher goals in life which they might not see from their present position.

the CUE system

- Packages of materials -- all types of newer media related to the curriculum -- films, filmstrips, slides, books, pictures, TV show, and others.
- Methodology -- curriculum guides which provides for most effective use of media and materials.
- Student experiences -- travelling exhibits, concerts, and other types of performances in the school.
- CUE's previews a newsletter which expounds the value of the humanities and stimulates teacher participation.
- Insight sheets which assist teachers untrained in the arts to understand them better.
- A "feedback" system for evaluation of guides and materials by teachers so that both may be continuously upgraded.

Thirteen New York State schools have participated in the CUF experiment. The arts integration is conducted in the area of social studies, English, science, home economics and industrial arts. There are five packages of related media and a guide, one for each subject. There are approximately 200 teachers and 3,000 students involved in the project. CUF guides and materials are being used at other levels as well as the ninth grade, and CUE guides have been distributed to all junior highschools in New York State. The project is sponsered by the New Media Branch of the United States Office of Education.

Robert M. Brown - Project Director
Grace N. Iacy - Associate Director

WHY CUE

1. Educators and statesmen* realize the essentiality of the arts and humanities in education for

    1. character building
    2. personality development
    3. Development of creativity and intellect**
    4. preparation for worthy use of leisure
    5. understanding of other cultures in the world community

2. Another concern of present day educators and statemen such as C.P. Snow is that education has become so specialized that we are developing a split between the scientific, literary and political communities who find it difficulty in understanding each other. This is a potentially dangerous situation.

3. Because of this problem and because scientific knowledge becomes outdated so rapidly there is a concern today for giving the students broader views to last over the long pull as well as their specializations. These larger understandings and lasting values may be gained from a study of the arts and humanities. Thus the values of the arts will not become outdated in a lifetime or less as do many scientific facts do.

4. Much of this subject matter in the arts and humanities used to be handled at the college level now because of the tremendous amount of new scientific knowledge, pressure for early specialization and for the advanced degrees tend to eleminate the arts and humanities from the college level and high schools are now attempting to fulfill this teaching job.**

5. In order to teach many of these concepts and ideas to younger students better teaching methods involving use of all sorts of media such as film, TV tapes, slides are necessary. With proper presentation and explanation complex abstract ideas may be understood by young students.

6. Previously the arts have been taught to the special select few. In order for <u>all</u> students to have the civilizing benefits of the arts and to show all students the relationships of the arts to other disciplines it is necessary to integrate the arts into the curriculum proper.

7. Such integration requires a broad knowledge of subject matter and the arts. It is too difficult a job for the average school and teacher at this point to gather, evaluate and integrate large amounts of this media which can bring the expert into the classroom.

8. CUE has already proved that it can assist the teacher to integrate the arts through supplying well chosen media and methodology. In addition the project stimulates schools to make the most of their own cultural resources as well as acquainting students with their national artistic heritage through providing for meaningful use and appreciation of National Gallery materials.

9. Enthusiastic acceptance of the project by most schools and teachers prove that there is a definite need and desire for such assistance.

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* President Johnson - New York Times, January 10, 1964
** Harold Taylor
*** Jacques Barzun

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project CUE

previews # 1

THE NEW YORK STATE EDUCATION DEPARTMENT DIVISION OF EDUCATIONAL COMMUNICATIONS

The Culture Project is now getting underway in the schools. It is named Project CUE which stands for Culture, Understanding, Enrichment. The curriculum guides should be in the schools soon so that teachers may begin participating in the experiment.

During the summer nine teacher consultants came to Albany to view and select materials to be written up in the guide and used in the Project. Their selections were made on the basis of suggestions contributed by the Project teachers and by criteria which were selected to assist them in integrating the arts into the existing curriculum. The arts were defined as being music, painting, sculpture, architecture, drama, literature, poetry, photography, cinematography, and graphic arts, and cultural background material. Appreciation of the beauties of nature were also taken into account.

Final decisions on the inclusion of any material were made on the basis of their relation to the existing curriculum. One aim of the project is to help students to see the relationships between the arts and subject matter and the interrelationships among the disciplines.

The reason of course for including the arts into the existing curriculum is that it is now generally felt that the arts have inherent values which are needed to round out and balance life. The arts make a unique intellectual contribution in that they provide knowledge of a different kind from knowledge expressed in words. Their contribution to the joy and richness of life helps us to educate for living as well as for making a living.

Final judgments on materials and lesson plans were passed upon by subject matter specialists and the Division of Secondary Curriculum. In its present form, the Guide is purely experimental. Evaluation sheets have been included so that the Project teachers may give specific constructive suggestions for improvement of the guides, for the teachers themselves are the key to the success of the Project. It is only through their effective use of the materials and media, their evaluations and helpful suggestions that the final guide can become truly worthwhile.

While at times the teacher may feel that the project evaluation is just one more chore added to his already crowded schedule, perhaps he may feel differently when he stops to consider the benefit which will accrue to his classes through the added materials now available to him, and also when he stops to consider the far-reaching significance of his contributions to the project.

The experiment can be successful one only if teachers participate willingly and fully with an open mind. It can, perhaps, bring a new and different approach to their teaching and certainly they can bring much of the value of their experience and creativity to the Project.

The package containing most of the materials will arrive in the schools soon. We will make every effort to get films to each teacher as close to the desired date as possible. Since we do not have funds to purchase films for each individual school, those we purchase must travel between schools. Teachers who wish to have the films on a date impossible for us to fill may use the guide to order the films from other film sources if local funds are available.

Since this is the first experiment of its kind, groups all over the country wishing to integrate culture into their curriculum are awaiting the finished guide with interest. Several schools have called and asked to be included in the project or put on a list hoping to be included next year should Project CUE continue. It is planned that at the end of the year the finished guide, incorporating all valuable teacher suggestions and aids, will be printed and published statewide so that other schools may use it to initiate their own culture programs. A representative package of materials with the guide will go to the U.S. Office of Education which plans to disseminate the information throughout the nation so that all States may have the benefit of this research.

The Division of Education Communications and the Bureau of Secondary Curriculum Development take this opportunity to wish teachers every success in their work with the Project. They ask the teacher to remember first that it is an experiment, and secondly that he is a very important part of it, for his contribution is vital to the success of the Project.

COMMISSIONER ALLEN SPEAKS --

In a comment made August 7 on opening exercises, the Commissioner of Education, James E. Allen Jr., called upon the public schools of the State to give renewed emphasis to the teaching of moral and spiritual values. A portion of his statement follows:

> "Our young people need today as never before to acquire the inner strength that comes from knowledge and understanding of these (moral and spiritual) values. They need to form the highest resolves to protect and to practice them. The only sure and lasting defense against the forces of evil and tyranny is a people whose prime motivation is rooted deeply in the great moral and spiritual principles on which our country was founded. It is our duty as school authorities to avail ourselves of every legal and sound means of supplying a constant emphasis on these principles.
>
> The ways and means in which the public schools can supply this emphasis are many and varied. They vary from community to community, from school to school, and from classroom to classroom. They are present in the character and influence of dedicated teachers and administrators. They are inherent in the search for truth, in intellectual honesty, in the scientific method. They are found in the study of history, literature, music, and art, and in all subjects in which the great religions have played such a strong part in the shaping of aspirations and growth. They are inherent also in sound classroom practices and in wholesome school activities, where young people learn to accept personal responsibility, to respect the rights of others, and to be of service to their fellow men. They exist in schools where the intellectual purpose is enhanced by the social and cultural advantages of an enrollment consisting of children of different colors and creeds, and of varying economic and social backgrounds.
>
> I urge you, as you take up the work of the new school year with your board of education and your teachers, to give renewed emphasis to all ways and means of helping the boys and girls in your schools to acquire a knowledge and understanding of our basic liberties and of the moral and spiritual values which help to nourish and preserve these liberties. If they are to acquire this knowledge and understanding in school, those who administer and teach must have convictions and courage with respect to the character and conduct of their students. I am confident that you will continue to give to this responsibility the strength of your dedicated leadership and direction."

By John F. Kennedy

"Today, we recognize increasingly the essentiality of artistic achievement. This is part, I think, of a nationwide movement toward excellence--a movement which had its start in the admiration of expertness and skill in our technical society, but which now demands quality in all realms of human achievement. It is part, too, of a feeling that art is the great unifying and humanizing experience. We know that science, for example is indispensable--but we also know that science, if divorced from a knowledge of man and of man's ways can stunt a civilization. And so the educated man and very often the man who has had the best scientific education reaches out for the experience which the arts alone provide. He wants to explore the side of life which expresses the emotions and embodies values and ideals of beauty."

"Above all, we are coming to understand that the arts incarnate the creativity of a free society. We know that a totalitarian society can promote the arts in its own way--that it can arrange for splendid productions of opera and ballet, as it can arrange for the restoration of ancient and historic buildings. But art means more than the resuscitation of the past: it means the free and unconfined search for new ways of expressing the experience of the present and the vision of the future. When the creative impulse cannot flourish freely, when it cannot freely select its methods and objects, when it is deprived of spontaneity, then society severs the root of art."1

From Harold Taylor, President of Sarah Lawrence College from speech on "Art and the Intellect"

"We teach the meaning of freedom when we teach the young to explore the world of imagination and art. We give the private instruction which can enable young men and women to hold out against the torrent. We help to restore the intellectual vitality, the self confidence, the moral dignity of the contemporary individual by the imaginative reconstruction of human experience. In doing so, we can show that human life is greater, more noble, more wide-ranging in its possibilities than the particular embodiment it now takes in the politics and disorder of our present moment."2

The Heckscher Report to the President

A critique of the government's attitude toward the arts submitted by August Heckscher, President Kennedy's special consultant on the arts, recommends that a much larger share of the government's support go to the arts and the humanities. "The predominant emphasis given to science and engineering implies a distortion of resources and values which is disturbing to the academic profession throughout the country"..."In many areas surveyed the major need is for greater awareness of the possibilities for estehtic improvement and of a more sharply defined responsibility to the arts."

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1 From as yet unpublished book "Creative America" by Ridge Press

2 From Art and the Intellect by Harold Taylor. Museum of Modern Art, New York, New York

CULTURE AND CONTINENT
PROJECT CUE'S T.V. PROGRAM

Part of the Project CUE package will be a bi-monthly TV program produced by W.N.D.T. Channel 13, especially for the project. It will correlate with the Social Studies program but will be of interest to high school students and adults. In keeping with the Education Department's recent release on the emphasis to be placed on Asia, Africa, and South America in 9th grade Social Studies, the program concentrates on these areas. The series will attempt to assist the student to understand the people and non-Western cultures of these continents through their arts.

The first five programs will be on Africa. The first of these is Images of Africa which is a visual and poetic evocation of Africa, south of the Sahara, as the Africans themselves have experienced it. Through the varied literature, proverbs, fables, and tales of over a hundred languages the complex heritage and contemporary experience of the Black Africa is expressed and dramatized. Some of the distinquished African writers whose prose and poetry will be featured are: Ezekiel Mphahlele of South Africa, Leopold Sedar Senghor of Senegal and Abioseh Micol of Sierra Leone. A vivid selection of film, graphic arts and still photographs will accompany and highlight both the literature and the narrative exposition.

Program II will present a man who is widely considered the single greatest living African composer and musicologist, Mr. Fela Sorrande of the University College, Ibaden, in Western Nigeria. With the help of a gifted Nigerean drummer Mr. Solomon Ilori and other musicians Mr. Sorrande will explore African music, its function and mystical power in African society.

Program III will present Professor Douglas Fraser of Columbia University, author of Doubledays recent volume, Primitive Art, who will explore African sculpture through African eyes. The program will unfold the significance of many types of sculpture and the central role of art in traditional African Society.

Program IV Channel 13 has secured the rights to present a contemporary African plan "Brother Jero," a delightful farce by the brilliant young playwright Wole Sayinka of Nigeria. Herbert L. Shore, Americas foremost authority on African drama will host the program. Other information on programs will be forthcoming in CUE Previews. The schedule for the programs follows and is based on two evening showings and one in-school showing. This will give the teacher time to preview the show and prepare students for meaningful viewing. TV utilization sheets will be available.

These programs will be broadcast over WNDT in New York, WMHT in Schenectady. Arrangements are now in process to have them broadcast from WNED in Buffalo and commercial stations in Binghampton and Rochester. Most of the Project school areas may receive the telecast.

OTHER TV PROGRAMS TO BE BROUGHT TO PROJECT CUE'S STUDENTS

The Division of Educational Communications of the New York State Department of Education hopes to acquire two videotapes of outstanding educational television shows produced by Channel 13. One of these is of the "Fifteenth Anniversary of the Armory Show."

The original show in 1913 was America's first look at Modern Art. Most of all the original works are shown and discussed as well as the public reaction to them.

Another is the Kandinsky show at the Guggenheim, a program which encompasses the works of Kandinsky and by so doing also explains the growth and development of abstract art.

Pupils will also have the opportunity of viewing paintings from Governor Rockefeller's collection over commercial TV on the N.B.C. Tour of the Executive Mansion on January 19th, 1964. Information regarding the paintings to be shown will be forthcoming from the Mansion prior to the telecast.

METROPOLITAN SEMINARS ON ART TO BE IN PROJECT SCHOOLS

The beautiful Metropolitan Seminars on Art will be furnished to each Project CUE school. Many lessons in the Guide refer to these seminars and the plates in them and it is hoped that many teachers will use them for subject enrichment.

TEACHER ENRICHMENT TOO

The Horizons magazine will be available in all project schools. English teachers will be especially interested in an article entitled, "Who's Behind the Assault on English." There is also much of interest in the arts, Architecture, industrial design and painting as well as history and cultural geography.

Traveling Exhibits

Four photographic poster exhibits from the Asia Society are touring Project CUE Schools. It is hoped these exhibits will contribute toward better understanding of non western cultures and promote international awareness.

I Faces of Asia depicts the beauty,problems and people of Vietnam, Cambodia, Japan, China, Nepal and India.

II The Mekong River shows the life of the people who live along this river in South East Asia.

III Outer Mongolia shows the contrast of old and new ways of life in this ancient and little known land.

IV Masterpieces of Asian Art concerns itself with well known categories of Asian art. They are "masterpieces" in that they are treasured because they are able to reach accross the centuries and cultural boundaries to touch us with the hand of genius. The exhibit gives insight into the diversity of Asian art and thereby contributes to our appreciation and awareness of Asian peoples and cultures.

V Changing New York a photographic record of New York City of 30 years ago will also be on tour.

THE ROLE OF THE TEACHER IN PROJECT CUE

It is suggested that the teacher who wishes to fully participate in Project Cue may do so in the following manner:

1. Use the media and materials. The ideas for utilization of the curriculum guide may be helpful.

2. Evaluate the above in the light of pupil reaction, learnings and appreciations. It must be remembered that many of the learnings gained and attitudes shaped may not be verbalized. "What the symbolism of language does for our awareness of things and our relation to them, the arts do for our awareness of subjective reality, feeling and emotion. Most people think that feeling is a formless organic excitement but in reality it is an important part of personal education."3

3. Feed back evaluations and constructive creative suggestions for the upgrading and improvement of the programs to the Project staff so that their worthwhile suggestions may be implemented for the benefit of others. Such suggestions and contributions may consist of:

   a. improvement of lesson plans

   b. suggestions of additional media

   c. sources of free and inexpensive materials for the project

   d. creative ideas for utilization

   e. sources of cultural interest in your community (We wish to compile a list of these.)

   f. write-ups or tape recordings concerning your class activities and reactions to the project,(accompanied by glossy photos, for possible reproduction,)or slides.

4. Remember that society has need of creative solutions to the educational problems that face it. It is only through experimentation that new, and perhaps better,ways of preparing youth for life can be found. The only way an experiment can be truly tested is for all involved to join wholeheartedly in the procedure so that it may have a fair trial.

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3 Art and the Intellect by Harold Taylor. Museum of Modern Art, New York

UTILIZATION OF PROJECT CUE MATERIALS

In order to secure maximum effectiveness from Project CUE materials, it is suggested that Project Coordinators acquaint teachers with the package contents as soon as it arrives.

The AV man will wish to make sure that he has the proper equipment ready for utilizing the materials.

It is further suggested that teachers--

- Preview the materials
  (Materials have been carefully selected. Standards however may vary from community to community concerning artistic creations. Therefore teachers will wish to judge them in the light of local criteria. Only through preview can the teacher prepare the class for meaningful viewing or listening.)

- Use the Curriculum Guide for teaching suggestions which may be helpful.
  (Intense careful planning has gone into the lesson guides in order to save valuable teacher time for the more personal aspects of teaching which no guide or material can replace. The plans are in no way restrictive but are viewed as springboards for teacher creativity.)

- Evaluate both material and lesson on enclosed sheets or written comment which should be given to the Project Coordinator.

Please let us know:

1. Did you find this communication helpful in understanding the purpose of Project CUE?

2. Is it helpful to you to know what media and materials will be coming to you in future months?

3. Are you interested in previewing and evaluating new media in your subject field? (If so we shall arrange for preview materials sent directly to you.)

4. Would you like more information of the type included in this notebook?

5. Do you have any suggestions or recommendations concerning media or materials?

Please fill in and return this sheet to Project Coordinator.

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